TASK FORCE
AND
PUBLIC DIALOGUE
ON THE
ROLE OF THE SCHOOL

SCHOOL PLUS

A Vision for Children and Youth

Toward a New School, Community and Human Service Partnership in Saskatchewan

Summary of the Final Report

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Contents

Introduction 1

Section 1 – The Foundation 3

What Are the Issues in Today's Schools? 3
Why Have We Reached This Stage? 4
Why Change Now? 7
Why is This a Turning Point? 8

Section 2 – The Recommendations 10

School[PLUS] 10
Community School Philosophy 11
Integrated Services 13
School-Linked and School-Based Services 16
Role and Partnership Recommendations 17
Other Related Recommendations 20
Vulnerable Youth 20
The School Program 21
Equity for All 22
Responsible Citizenship 23
The School and The Community 23
Implementation Recommendations 24
Planning for Implementation 24
Budgeting for Implementation 25

Conclusion 26

List of Figures

Figure 1: "7.5 on the Richter Scale" 5

Figure 2: Program Delivery Within a School[PLUS] Environment 14

Figure 3: Example of Program Delivered by Health, Education and Non-Governmental Agency 15

Introduction

Society has changed tremendously over the past two decades and the needs of children and youth have become more complex as a result. Schools, too, have changed. Their role has expanded and diversified in response to the many and varied needs of children and youth.

In order to fully explore the role of schools in today's society, the provincial Cabinet created the Task Force on the Role of the School in spring 1999. The Task Force's purpose was defined thusly:

> *The purpose of this initiative is to engage the education community, human service sectors, government, families and communities in meaningful and informed dialogue on the role of schools. It will include literature and jurisdictional reviews as well as facilitation of public dialogue to identify issues and options and make recommendations, including how supports can be put in place to assist schools in achieving their role. Recommendations will be directed to the provincial government, education partners and other stakeholders that have a role to play in supporting the education, development and well-being of children and youth in schools.*

The Task Force on the Role of the School was created by the provincial Cabinet. Its task was to conduct public dialogue and make recommendations concerning the role of schools in dealing with the impact of profound societal changes on the needs of children and youth today.

The Task Force was chaired by Dr. Michael Tymchak, former Dean of Education, University of Regina. The 12 Task Force members represented a broad cross-section of the education community, parents, the human service sector, the Aboriginal community and other sectors of society.

The Task Force did its work in two phases. During Phase 1, the Task Force conducted an extensive consultation and information gathering process. Phase 1 culminated in September 2000 with the publication of an *Interim Report*.

Phase 2 took place between September and December 2000. During this phase, the Task Force solicited feedback from the community through a wide variety of means. The work of the Task Force on the Role of the School concluded with publication of the *Final Report*, entitled *School*^{PLUS}*: A Vision for Children and Youth*, dated February 28, 2001.

This Summary *presents the highlights of the* Final Report *of the Task Force on the Role of the School.*

This *Summary* presents the highlights of the *Final Report*. The complete *Final Report* of the Task Force on the Role of the School lists 24 recommendations, provides comprehensive background to the recommendations, includes budget estimates, and describes the consultation and information gathering work of the Task Force.

For a copy of the complete *Final Report* contact:

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This *Summary* is organized into two sections.

Section 1 describes the foundation. It answers questions such as, What are the problems? How did they come about? Why change now?

Section 2 summarizes the Task Force's key recommendations. It answers the question, How should the system change?

Section 1 – The Foundation

What are the issues in today's schools?

Why have we reached this stage?

Why change now?

Why is this a turning point?

These are some of the questions answered in Section 1 of this *Summary* of the *Final Report* of the Task Force on the Role of the School.

What Are the Issues in Today's Schools?

The issues facing schools today reflect the increasing complexity of society.

Today's society is more complex than ever before, and the issues facing schools reflect this complexity. For example:

- Poverty means that some children come to school hungry and inadequately dressed, have poor physical and dental health, lack eyeglasses and hearing aids, and move frequently or live in substandard housing.

- Family and community dysfunction mean that some children experience high levels of violence, have behaviour problems, lack basic social skills and are in trouble with the law.

About 25 percent of children today come to school with problems relating to poverty and family and community dysfunction that interfere with learning.

About 25 percent of children today come to school with problems such as these, which interfere with learning. The percentage is higher among Aboriginal children. Aboriginal people have long experienced discrimination and marginalization which has translated into poverty, diminished opportunities and lower expectations for Aboriginal children and youth.

Most teachers try valiantly to do the best they can for their students. Teachers often feel torn between a focus on nurturing – responding to children's basic physical and social needs – and a focus on academic achievement – ensuring that students perform at high levels. Teachers often feel they are expected to do everything – to be everything – to be teacher, social worker, psychologist and nurse. The result is teacher frustration and overload, and students who fall between the cracks.

Teachers feel torn between responding to students' basic needs and focusing on student achievement. The result is often teacher overload and students who fall through the cracks.

Why Have We Reached This Stage?

The role that schools play in society – and the role they are expected to play – has changed and expanded dramatically. But how did this expansion come about?

The role that schools play in society has expanded dramatically in recent years.

A metaphor will help explain the forces that have changed the role of schools. This metaphor relates to the surface of the earth, earthquakes and the movement of tectonic plates. The role played by the school in society may be compared to the earth's surface: we live with it everyday and take it for granted – until it is disturbed.

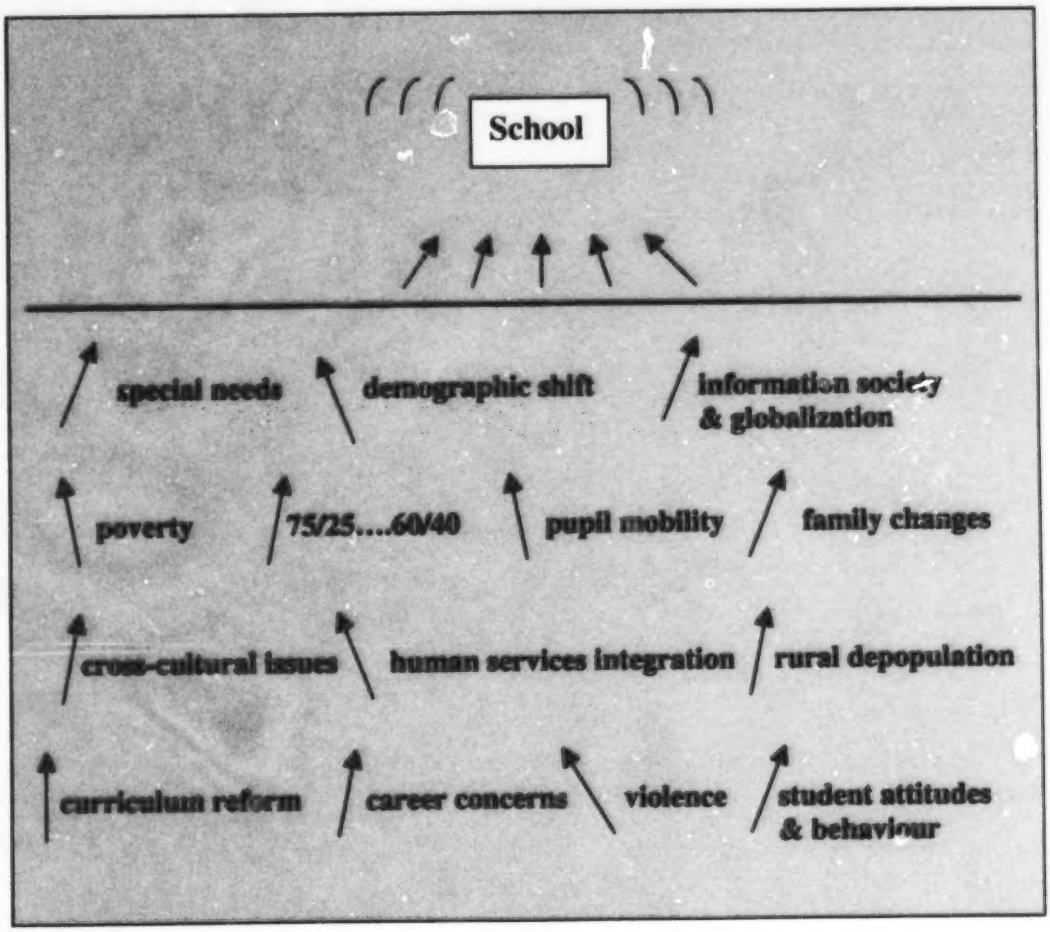
After listening carefully to Saskatchewan people, the members of the Task Force on the Role of the School concluded that the earth's surface has indeed been disturbed, that the ground on which "school" stands has been shaken – shaken to the degree of 7.5 on the Richter Scale.

Saskatchewan schools have experienced powerful change forces at a very fundamental level. Indeed, as the earthquake metaphor suggests, these forces can be compared to the movement of tectonic plates. The disequilibria being experienced on the surface is the product of forces created by the movement and collisions of these plates at subterranean levels.

Saskatchewan schools have experienced powerful change forces at a very fundamental level. These change forces can be compared to the tectonic plates beneath the earth's surface. The disequilibria being experienced on the surface by schools is the product of forces created by the movement of tectonic plates at subterranean levels.

The Task Force identified 14 tectonic factors that are creating disequilibria in schools. These factors and their effect on the school are illustrated in Figure 1 below.

Figure 1: ***"7.5 on the Richter Scale"***



The 14 tectonic factors are:

- Increased numbers of special needs children and integration of special needs children into regular school programs.
- Demographic shifts – the percentage of school-age children who are Aboriginal is rapidly increasing.
- The information society and globalization, requiring a rapid shift to computer use in schools.
- Significant poverty in the midst of extensive affluence.
- The 75/25 ... 60/40 factor – 25 percent of youth are at risk of not completing school – this figure is moving toward 40 percent.
- Pupil mobility from school to school and in and out of the same school during the school year.
- Family changes and their association with other risk factors, such as single parenthood and poverty.
- Cross-cultural issues such as racism.
- Human services integration – the expectation and need for schools to relate to multiple agencies.
- Rural depopulation.
- Curriculum reform based on new research in teaching and learning.
- Career concerns at a time when career choices are mushrooming.
- Violence in school settings, reflecting society in general.
- Problematic student attitudes and behaviour.

Not all of these factors are negative, but the combination shakes the foundation of the school.

Why Change Now?

Now is the time to change – we are at a point in history where we have an opportunity to create a new, stronger society.

The time is ripe for change – today we have an opportunity to create a new, stronger society.

Historians often refer to the period when the first Europeans arrived in North America as the "contact era." The contact era was the period when Saskatchewan's two defining cultures, First Nations and European, first met and the fur trade began. Another period of "contact" occurred in the late 19th century with the arrival of settlers, the signing of treaties and the establishment of Indian reserves. Aboriginal people played a central role in the fur trade, but became marginalized during the later agricultural period.

Today we have an era of "re-contact" that is at least as significant as the fur trade, except that its context is primarily education.

The 1970s and 80s were decades of enormous significance for First Nations and Métis peoples in Saskatchewan. These were the decades in which aspirations of nationhood and self-government came to the fore. The vanguard of efforts toward self-government was, and continues to be, First Nations and Métis people's participation in and control of their educational systems.

The 1970s and 80s saw the establishment of band-controlled schools and several First Nations- and Métis-controlled post-secondary institutions.

To these educational initiatives has been added, more recently, the movement of First Nations people from reserves to cities, and the establishment of urban reserve lands. Many believe that we are on the verge of the establishment of a major parallel education system in urban areas, or perhaps, a new era of "public education-First Nations education" school systems, jointly governed, funded and co-managed.

The fur trade left an indelible imprint on the country, particularly in northern Saskatchewan. The treaties and reserve system are powerful ongoing realities. But the present era represents the birth pangs of an entirely new society, because it is witness to renegotiation of relations between the defining peoples. Given the education context, the role of the school could not, therefore, be cast in a more dramatic light. In this context, the role the school plays will determine the future and destiny of our province.

We are at a point of re-contact where there is opportunity to renegotiate relations between Saskatchewan's defining peoples. The principal context of this renegotiation will be that of education.

An opportunity of greatest significance lies before us – nothing more and nothing less than the forging of a new society.

Since the vanguard of the new society is being shaped in the classrooms of Saskatchewan, the role of the school will be crucial for success. Our educational system and the other human service agencies will all be faced with their own opportunities. We must make choices, deliver professional development and provide a wide range of services. Above all, we must meet the needs of children and youth of every race and colour, especially their need for good public education, if we are to flourish as a people.

If we are to flourish as a people, we must meet the needs of children and youth of every race and colour, especially their need for a good public education.

Why is This a Turning Point?

The metaphor of the earthquake captures the upheaval and change being experienced by schools as a result of the profound forces at work at the deepest levels of society. Earthquakes are above all disruptions and their forces are highly destructive. However, earthquakes sometimes occasion rebuilding programs whose achievements exceed the splendor of what existed before. Therefore, we are at a turning point. We can see the powerful forces that have shaken the ground under the education system not as a disruption but, rather, as an opportunity for change.

We are at a turning point where we have an opportunity to create change in education and human services that will benefit all children and youth. The changes ahead of us will benefit all young people – not only the 25 percent who are at risk of not completing school, but also the 75 percent who are in the middle and those with academic, artistic and athletic gifts who need challenge to grow.

We are at a turning point where we must take action immediately and urgently, otherwise the momentum for change will be lost and the opportunity to rebuild will disappear.

We are at a turning point where:

- *we can see the powerful forces that have shaken the education system not as a disruption but as an opportunity for change*
- *we can create changes in education and human services that will benefit all children and youth*
- *we must take action immediately and urgently or the opportunity for change will be lost*

Section 2 – The Recommendations

How should the system change?

What action should be taken?

Section 2 of this *Summary* of the *Final Report* of the Task Force on the Role of the School answers these questions. Section 2 also describes the key recommendations made by the Task Force. It summarizes four types of recommendations:

- School^{PLUS}
- Role and partnership recommendations
- Other related recommendations
- Implementation recommendations.

School^{PLUS}

The concept of School^{PLUS} is central to the recommendations of the Task Force on the Role of the School.

To date, we have simply expanded expectations for schools and sometimes added a few resources. This has been less than satisfactory. The Task Force on the Role of the School believes that the time has come to make a fundamental change – to build a new institution dedicated to the needs of children and youth.

We have been asking schools to deliver more and more services and to meet more and more needs that "school" was never intended to meet. Yet, these needs of children and youth must be met and, more than ever before, it makes sense to meet them in connection with schools. The Task Force believes that the answer to this dilemma of the role of the school, and the apparent competition between public education and the other needs of children, should be met not by asking "schools" as they are presently constituted to do more and more but, rather, to create a new environment altogether – a new environment called School^{PLUS}.

The Task Force on the Role of the School believes that the time has come to build a new institution dedicated to the needs of children and youth – a new institution called School^{PLUS}.

The concept of School[PLUS] has three important features:

- a Community School philosophy for all schools in the province
- integrated services/partnerships
- school-linked and school-based services.

Each of these features is discussed in the sections that follow.

Community School Philosophy

The Task Force strongly advocates a Community School philosophy for all schools in Saskatchewan. Presently, the term "Community School" refers to one that has high ratios of at-risk children and is funded under a particular funding formula. The Task Force believes that a Community School philosophy and practice has a value for all schools and all students in Saskatchewan – including high school students and high schools.

A Community School philosophy and practice has value for all schools and all students in Saskatchewan. It has value for both elementary and high school students.

A Community School is a school:

- that is an integral part of the community;
- that views the whole community, its agencies, organizations, businesses, trades and churches, as a resource for the school;
- in which parents are partners in the education of their children; where parents have meaningful involvement in establishing the goals of the school and designing the educational program;
- in which the culture of the children and their community is strongly reflected in the school;
- in which the education program is adapted to the needs of the children, to give them maximum opportunity for success;

- that takes a developmental rather than a deficit approach to children; that begins where the child is and takes the child as far as possible along the path of learning;
- in which pupil consultation at all levels, but especially at the middle years and high school level, is key in shaping school policy and practice;
- that views its facilities as a resource for the community and finds ways to share this resource under appropriate supervisory conditions.

The Community School approach to schools makes a difference – for at-risk students and for all students – for elementary students and for high school students. Community Schools work – they work because the philosophy and practice they embody is the best way to operate schools.

Community Schools work because the philosophy and practice they embody is the best way to operate schools.

Presently, only schools that are funded under a specific formula are designated as Community Schools. A flexible funding formula that allows for graduated financial support depending on the nature of the student body and the community would make it possible for all schools to actualize the Community School philosophy. Calling this flexible funding formula an "at-risk student factor" rather than Community School funding would separate the concept and philosophy of Community School from the funding formula and make it possible for all schools – elementary, middle and secondary – to accommodate the Community School philosophy.

A flexible funding formula that allows for graduated support would make it possible for all schools to actualize the Community School philosophy.

Integrated Services

Numerous different government and community agencies work with children at risk and their families. These include health, social service and justice agencies and, of course, schools. All too often, these various well-intentioned groups work in isolation from each other, unaware of each others' efforts.

The Task Force on the Role of the School advocates an integrated, interagency approach in order to respond to Saskatchewan's children and their families. The location of the school within the nexus of a wide variety of community-based service organizations is fundamental to the concept of School^{PLUS}. The answer to the role of schools does not lie with education alone, but with all community and government agencies that provide human services.

The Task Force advocates an integrated, interagency approach that places the school at the centre of a network of community-based service organizations.

School^{PLUS} will be a completely new organizational environment for meeting the needs of children and youth, not just school as we know it with more added on. It will be a matrix organization that draws all of its resources from existing governmental and non-governmental agencies and coordinates and integrates those resources in relation to the needs of children and youth.

Figure 2 shows that responsibility for delivering public education belongs to Saskatchewan Education and Saskatchewan's school divisions through the "New School." At the same time, public education exists within a larger environment with many other programs possible (indicated by the letters A-F). Any combination of agencies may provide the resources needed to deliver these other programs. Some programs may be the responsibility of only one agency, but other programs may be a joint effort of governmental, third-party and community agencies.

Figure 2: ***Program Delivery Within a School[PLUS] Environment***

Program → / Agency ↓	A	B	C	New School	D	E	F
GOVT							
Health							
Social Services							
Education							
Justice							
OTHER GOVT							
P							
Q							
R							
S							
NON-GOVT							
School Divisions							
X							
Y							
Z							

Many programs offered in a School[PLUS] environment will require the sponsorship of a number of agencies – one or more government departments and perhaps non-governmental agencies. For example, Figure 3 represents a program (identified by the letter F) delivered jointly by Health, Education (including School Divisions) and a non-governmental agency (identified as X). The program being delivered in this situation might be one relating to teen pregnancy.

Figure 3: ***Example of Program Delivered by Health, Education and Non-Governmental Agency***

Program → / Agency ↓	School[PLUS] Environment						
	A	B	C	New School	D	E	F
GOVT							
Health							
Social Services							
Education							
Justice							
OTHER GOVT							
P							
Q							
R							
S							
NON-GOVT							
School Divisions							
X							
Y							
Z							

Creating School[PLUS] will mean a new way of working together. Some integration has already occurred, for example, the Human Services Integration Forum, the nine Regional Intersectoral Committees, and the development of Shared Services among school divisions.

However, the current structure with discrete agencies, each with its own distinct budgets, lines of accountability and reward systems, is an impediment to integration. This system needs to be replaced with an interagency network that has permeable boundaries between government departments, and funding and reward systems that promote collaboration. The Task Force recommends that this network be called the Saskatchewan Education and Human Services Network (SEAHSN, pronounced "season").

The Task Force recommends that an interagency network called the Saskatchewan Education and Human Services Network (SEAHSN) be created to promote and facilitate collaboration and ensure services to children and youth.

The Saskatchewan Education and Human Services Network (SEAHSN) would be similar to "authorities" created to manage complex operations related to a single purpose or geographical area, for example, Meewasin Valley Authority, Wascana Centre Authority or Vancouver Port Authority. SEAHSN would be a cooperative because it would be a creation of, and draw its services from, all of the contributing agencies – Education and the other human services (Health, Social Services, Justice, and Post-Secondary Education and Skills Training). SEAHSN's integrating focus would be the needs of children and youth. The point is not to promote "interagency" as an end in itself, but rather, to see interagency collaboration as an essential strategy for optimizing services to children and youth.

School-Linked and School-Based Services

A third principle of School^{PLUS} is delivery of services to Saskatchewan children and youth in an environment that is school-linked, and where feasible, school-based.

A fundamental principle of School^{PLUS} is delivery of services to children and youth in a school-linked and school-based environment.

This principle does not mean that all of the other human services move offices and staff into schools. It does mean that in principle and in practice – increasingly over time – all of the services offered to children and youth will be coordinated by one agency. This agency will ensure that these services have essential links to public education.

This agency will be developed at the local and regional levels rather than as a uniform template for the whole province, because the range of needs and services will vary considerably throughout the province.

Likely, the Regional Education offices will play a major role in the articulation of school-linked and school-based services at the local and regional levels.

The Task Force believes that creation of an integrated services environment for children and youth will require an effort that is both "top-down" and "bottom-up." Top-down calls for the endorsement and resources of Cabinet, to be administered through a provincial council of SEAHSN. The council would facilitate frameworks, policies and mechanisms for program delivery at the local level. Bottom-up calls for local officials and communities, in response to Cabinet endorsement and resources, to develop creative and flexible local solutions to overcome the barriers that exist between services.

Implementing School[PLUS] will require both "top-down" and "bottom-up" effort, with facilitation in between.

Role and Partnership Recommendations

The concept of School[PLUS] with its emphasis on the Community School philosophy, integrated services, and school-linked/school-based services will mean refinement or redefinition of the roles of some of the individuals and agencies with a stake in the educational process. The most important of these roles are discussed below.

- **The Role of the Teacher** – Within the expanded human services environment created by School[PLUS], the paramount role of the teacher will be that of educator. The teacher will focus on instruction, learning and the goals of the curriculum. This focus does not mean that teachers will ignore the other needs of children and youth; it does mean that these

The paramount role of the teacher will be that of educator within the School[PLUS] environment.

needs will not be the primary responsibility of the classroom teacher.

Teachers will have a referral function, and they will also need to confer with other professionals, parents and community service personnel, but the focus of their own efforts will be on promoting learning.

Many teachers routinely purchase school supplies for their classroom and students. The Task Force believes that it is unfair to expect teachers to subsidize school materials and supplies budgets out of their own pockets. Therefore, the Task Force recommends that costs associated with the purchase of school supplies by teachers be recognized and compensated. They advocate that boards of education create individual teacher accounts, so that teachers can be reimbursed by submitting appropriate receipts.

- **The Role of In-School Administrators** – School^{PLUS} calls for new, incremental growth in schools' administrative capacity, growth that embraces all of the human services. Additional administrative capacity is necessary because, with School^{PLUS}, the principal's role will involve coordinating the full range of human services delivered to children and youth by other human service professionals, parents, and community agencies. This coordinating role will require an understanding of a wide range of professional and community-based services, power-sharing, negotiation, mediation and interpersonal skills, and the ability to multi-task and create a collaborative team environment.

Schools will need new, expanded administrative capacity to implement School^{PLUS}, as principals are already overburdened.

These new responsibilities cannot be added to the already overburdened role of the principal, thus the requirement for additional administrative capacity.

- **The Role of Pre-Service Teacher Education Programs** – The teachers of tomorrow will need to be aware of the philosophy of School[PLUS] and will need skills to work in a community-based, collaborative environment. The Task Force on the Role of the School recommends that the two Saskatchewan university teacher education programs and the Aboriginal teacher education programs adapt their undergraduate and graduate curricula to support a School[PLUS] environment.

The Task Force recommends that Saskatchewan's pre-service teacher education programs adapt to support School[PLUS].

- **Partnership with Students** – Students at present have little formal opportunity for input into policy creation and decision making. The Task Force advocates that a way be found to make the participation, involvement and opinion of students central to both the development and application of school policy.

The Task Force advocates that student participation be central to the development and application of school policy.

- **Partnership with Parents** – Although there are many examples of happy and positive relations between schools, teachers and parents in Saskatchewan, there is also a problematic element in this relationship. Teachers tend to see parents as less supportive of teachers and schools than in the past, and parents tend to feel excluded from their children's education. The Task Force advocates that the role of parents as active participants in the education of their children be affirmed and promoted by the Saskatchewan education community and that mechanisms be established to facilitate the school/parent partnership.

The Task Force advocates that the role of parents as active participants in their children's education be affirmed and promoted.

Other Related Recommendations

The concept of School[PLUS] and integration of services for children and youth are central to the *Final Report* of the Task Force on the Role of the School. The Task Force also made other important recommendations that provide more detail about the School[PLUS] environment and, in some cases, attached dollar figures to these recommendations. These additional recommendations are summarized below under the headings *vulnerable youth, the school program, equity for all, responsible citizenship,* and *the school and the community.*

Vulnerable Youth

The Task Force on the Role of the School recommends:

- That greater emphasis be placed on delivery of programs and services to children prior to kindergarten, since vital phases of cognitive development occur between birth and the age of five. A rich learning environment for our youngest citizens will help ensure success later in life.
- That the needs of "hidden" youth be addressed. Hidden youth are youngsters under the age of 16 who are not in school. Effective work with these youth will require a multi-faceted interagency approach, since many hidden youth live with poverty, abuse and violence.
- That, when a sentence under *The Young Offenders Act* includes a requirement that the offending youth attend school, school officials be given information about the youth's conviction and sentence. Although the youth in this situation has a right to privacy, public safety is the paramount concern.

- That educational opportunities provided to troubled youth in residential and closed-custody facilities be offered in a School[PLUS] environment. A School[PLUS] approach will ensure the benefits of full collaboration among all human service agencies for these youth.

The School Program

The Task Force on the Role of the School recommends:

- That funding be increased for educational technology. The intent of this recommendation is not to encourage school divisions to spend more on educational technology, but, rather:
  - to recognize that the cost of educational technology is incremental; and,
  - to help reduce the deficit that past expenditures on educational technology have created for other programming areas, especially the pupil-teacher ratio.

- That K-12 distance education offerings in Saskatchewan be rationalized and enhanced in order to provide school systems with "one-stop" shopping and a broader range of opportunities. Declining enrollments in rural areas mean that distance education will be increasingly important to delivery of specialized courses like calculus, psychology, law and French, especially where local numbers don't warrant a teacher.

- That opportunities for career exploration and career education be enhanced in Saskatchewan schools. Although some aspects of career exploration can be addressed through in-school programming, a vibrant program will require strong links between the school and local workplaces and employers.

- That the vital role played by extracurricular activities be given greatly increased recognition. This recognition might take the form of curricular standing for activities undertaken by students and more flexibility in acknowledging the contributions of teachers who perform duties well beyond normal expectations.

- That Saskatchewan's education community promote greater diversity of high schools and high school programs. Design of high school programs should be driven by the learning needs of the student population and multiple exit outcomes should be recognized, reflecting the diversity of students' post-high school aspirations.

Equity for All

The Task Force on the Role of the School recommends:

- That an Equity Fund be created within the Foundation Operating Grant to cover school fees for items such as school trips and special activities. This fund would be equivalent to a dollar amount per student for 20 percent of school division enrollment and would be used by the division to cover school fees for students whose families are experiencing financial hardship.

- That cross-cultural and anti-racist education continue to be a high priority for school, students and educators, since some teachers and students continue to have negative and racist attitudes, particularly toward Aboriginal people.

Responsible Citizenship

The Task Force on the Role of the School recommends:

- That the Saskatchewan education community reaffirm the role of the school in character formation of children and youth. It is appropriate that Saskatchewan Education update the Common Essential Learning of the Core Curriculum entitled "Personal and Social Values and Skills":
  - to promote a strong role for the school in character formation;
  - to further the ideals of responsibility and caring for others, citizenship and community service; and
  - to encourage critical thinking about the media, especially in regard to violence, gender and racial stereotyping and discrimination of all types.

The School and The Community

The Task Force on the Role of the School recommends:

- That School^{PLUS} programs become an integral part of the overall community development strategy for rural and northern communities. A key feature would be development of school-community co-operatives and joint business ventures that provide entrepreneurial labs and co-op work experiences for students and services for communities.

- That the appropriate government agencies review the implications of School^{PLUS} for school facilities. School^{PLUS} will mean an expanded campus model for many schools that includes not only offices for service providers but also services such as day care facilities, medical offices, and commercial ventures like bookstores and craft shops and the like.

Implementation Recommendations

The recommendations in the *Final Report* of the Task Force on the Role of the School represent an enormous piece of work for Saskatchewan, its government, educators, human service providers and communities. At the same time the vision in the *Final Report* represents a better tomorrow for children and youth.

Planning for Implementation

The Task Force believes that the most urgent item on the Government of Saskatchewan agenda today is re-creation of school and human services in the image of our province's children and youth. In the interest of promoting this vital cause, and by way of ensuring that its recommendations are translated from ideas into action, the Task Force advocates creation of a body specifically dedicated to implementation of its report. This body would include representation from key governmental and non-governmental agencies.

To ensure that the recommendations in its Final Report *become reality, the Task Force advocates creation of a body called SCYMAP specifically dedicated to implementation of its report.*

The Task Force suggests that this body, and the process it leads, be known as the School^{PLUS} Children and Youth Monitoring and Action Plan (SCYMAP, pronounced "ski-map"). SCYMAP would be a bridging measure until the Saskatchewan Education and Human Services Network (SEAHSN) is fully operational.

The Task Force also sees the need for further thought, discussion and materials development relating to the concept of School^{PLUS}. For this reason, the Task Force members recommend that SCYMAP create special-topic consultation committees to further examine the nature of School^{PLUS}, the role of teachers and in-school administrators, and partnerships with students and parents.

Finally, the Task Force suggests that a broad-based symposium be held to discuss the recommendations in its *Final Report*. Such a symposium would make an invaluable contribution to the consultation and consensus building necessary for the realization of School[PLUS].

Budgeting for Implementation

The Task Force on the Role of the School recognizes that additional funds will be needed to create School[PLUS] and therefore provides budget estimates for the next four years. As the budget below indicates, about 44 million dollars will be needed in 2001-2002 and about 70 million dollars in each of the years between 2002 and 2005.

Additional funds will be needed to implement School[PLUS].

Budget 2001-2002

Education	**$ 39,850,000**
Social Services	775,000
Health	2,100,000
Justice	550,000
Post-Secondary Education and Skills Training	500,000
	$43,775,000

Budget 2000-2005 (per year)

Education	**$ 52,975,000**
Social Services	4,100,000
Health	8,200,000
Justice	4,100,000
Post-Secondary Education and Skills Training	500,000
Multi-agency	500,000
	$70,375,000

Conclusion

The Task Force on the Role of the School concludes its *Final Report* with the following words:

In the end our investigation into the role of the school has led the Task Force to re-evaluate how we deliver all human services to children and youth. We are persuaded that the issues we have identified call for decisive and determined intervention. We fear that the failure to grasp the urgency and significance of the moment, the magnitude of the concerns we have raised and the responses they invite, could result in serious long-term consequences for our province.

Our proposal to re-create school and human services so that they respond directly to the needs of children and youth calls for a visionary spirit that is prepared to make a generous commitment of human and financial resources in the cause of a brighter and better future. We believe the time for such action is now.

Now is the time for action. Today we have an opportunity to re-shape school and human services for the immediate benefit of children and youth.